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SOCIETAL ATTITUDE TOWARDS VOCATIONAL EDUCATION IN OGUN STATE, NIGERIA

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ABSTRACT

This paper looks at societal views of vocational technical education (VTE) in order to providing basis for improvement on the holistic framework of formal education. A cross-sectional study involving 100 parents and prospective university students was carried out in Ota and Ifo LGAs of Ogun State, Nigeria between January and February 2016. Simple percentages and frequencies were used to present the data coded with SPSS. Results showed that although members of the society were aware of the benefits of vocational education, they preferred their children to enrol for general formal education because of the prestige associated with it. It is recommended that vocational education be included in elementary school curriculum. Also, at secondary education level, where it is already part of the curriculum, every student may need to be indoctrinated to offer at least one vocational subject (practical-based) in the line of interest. In the same vein, entrepreneurial development studies should be driven proactively in tertiary institution even to the extent of awarding a second certificate in vocational education. Furthermore, after tertiary education, strategic policy with implementation strategies should be put in place by interested stakeholders including governmental, non-governmental and private organisations in order to ensure that fresh graduates establish the trades learned alongside white collar jobs.

Keywords: Attitude, formal education, Ogun state, vocational education
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1. INTRODUCTION

In the literary sense, societal phenomenon describes the society and the way in which it is organized; and attitude from such arena means the way people think, feel or behave towards something or somebody. Today, the society views various forms of education differently. Among such aspect is the integral but relegated aspect of vocational educational which is an aspect of technical and vocational education and training. In Nigeria, the National Policy on Education (2013 edition) [27] refers to the sub-aspect of technical and vocational education and training as Vocational Enterprise Institution. It aimed to educate students to think creatively and transform knowledge through technological processes into wealth and broader economic base. The main recipients of this are meant to be graduates of Senior Secondary Schools (SSS), who did not make up to five credits and may not continue tertiary education for periods ranging from1-2 years. The essence of vocational education is not to deny SSS graduates of attending tertiary education completely; but to be a means to an end. In order words, it is a programme to bridge the gap between secondary and tertiary education.

One of the goals of VETs, and a germane one at that, is to provide training that enables student acquire continuous education for self-reliance, wealth creation and provision of employment. This goal is important because of the economic situation of Nigeria where tertiary education graduates have to wait for years before they get white collar jobs that may not empower them enough to combat poverty. It is not only enough to survive in a poor economic situation like it is in Nigeria, but it's important that the youths acquire skills and knowledge that will enable them to take advantage of life opportunities outside the shores of Nigeria.

The objectives of VETs were clearly stated in the National Policy on Education (NPE). However, one of the constraints is society attitude towards this aspect of education. The society believes that VETs is for the academically weak students, who may not be university-bound. Apart from societal attitude, the trainers saddled with the responsibility of teaching students in schools are not well informed on the importance of the subject, and as such, cannot motivate their students to want to pursue career in vocational studies. The responsibility of educating the populace on the importance of vocational education lies solely with the government, who on the contrary, drew a very thick line between tertiary education and vocational education by not funding the institutions adequately enough to attract students.

Therefore, more expedient in this regard is the consciousness of the choice of vocations and professionalism; as there are a lot of potentialities awaiting explorations in line with career maturity, work role salience, self-esteem and career decision self-efficacy among the Nigerian secondary school students, (Adekeye,O.A, Alao, A.A, Adejuwon, G.A., Adeusi,S.O ,Odukoya, J.A, 2015) [3]. Better still, the parents, educational stakeholders and proprietors urgently need to engage the public in more orientation about the different profession and its prospect so as to enhance their knowledge before venturing into them (Peter, N.J, Ibisola A.S and Oni. A., 2016) [41

More so, the attitudes of the stakeholders in education probably have instigated the society against vocational education. It is on these notes that this paper looks at societal attitudinal views to vocational technical education (VTE) with a view to providing basis for improvement of this laudable aspect of formal education. This paper is aimed at exploring usable options in which Vocational Technical skills, ethical values and scholarships inherent in vocational education can be well appropriated to benefit the local-global societies. It also looked at societal views of vocational technical education (VTE) via the template of the holistic framework of formal education.

2. LITERATURE REVIEW

2.1. Formal and Vocational Technical Education

According to Okafor (2011) [42], competition between vocational education and formal education has always existed. General education has always suppressed, over-shadowed and swallowed up vocational education. This competition affects the curriculum, laboratory facilities and time allotted to vocational subjects. This is evident in the little attention given to vocational education in the National Policy on Education. Although, the policy reflected pre-vocational subjects at the basic education level, it did not involve practical in reality. At the post basic education level, where practical is meant to be an aspect of trade and entrepreneurship subjects, they were not adequately implemented. The reasons for this are not farfetched from the fact that more attention is given to the general subjects while the vocational subjects are lagging behind.

In architectural education, the similitude of architect in training and prepared for professional practice; is expected to be equipped with knowledge of many branches of study and varied kinds of learning; for it is by his judgment that all work done by the other arts is put to test (Spreckelmeyer and Stein, 1999) [35] the multidisciplinary style of architectural educational training requires that one who professes himself as an architect should be well versed in both directions. In the same way, Marcus Vitruvius (a philosopher and architect) stated in one of his famous dictum, that for an individual who wants to be an architect:

‘let him be educated, skillful with the pencil, instructed in geometry, know much history, have followed the philosophers with attention, understand music, have some knowledge of medicine, know the opinions of the jurists, and be acquainted with astronomy and the theory of heavens’.

(Spreckelmeyer and Stein, 1999) [35]

It implies that an Architect needs to be multidisciplinary and be equipped with all-round knowledge.This is imperative because in the field of professional practice, many clients would be involved with different tastes and ideas. This kind of knowledge engages the ambivalent functions of practice and theory; where a professional exercise both academic dexterity and practical professional engagement in a eurhythmic proportion.

2.2. The Context Relevance of Academic Dexterity and Professional Practice

Scholars have observed that much literature on curriculum design deals with its context relevance (Tyler, 1949; Bonser and Grundy, 1988; UNESCO, 2000; Nyandusi and Otunga, 2004 and NERC, 2011; [38, 7, 39, 29,5b). This has to do with the curriculum design contexts that are culture specific i.e. vocational. That built forms will have certain qualities which will differ for different cultures, as they relate to certain parts of the culture, particularly its core. Therefore, it is emergent to explore usable options in technical skills, ethical values and scholarships inherent in vocational technical education as these can be well appropriated to suit local-global demands. Although, in most countries of the world, educational policies means initiatives mostly by governments that determine the direction of an educational system (Okoroma 2000:190) [33] ; such is the process by which knowledge contents are transmitted or 'delivered' to students by the most effective methods that can be devised (Blenkin 1992:23). In addition to this, other tool used in running education system along with policy is curriculum.; whereas curriculum, in its ordinarily Latin sense was a racing chariot called ‘currere’; which means to run (TALD, 2000; 6th edition). Therefore, in pedagogic term a curriculum, is first of all, a policy statement (or initiatives) about a piece of education, and secondly an indication as to the directions in which that policy is to be ‘navigated’ through a programme of action’ (Coles, 2003) [11].

2.3. The Gory of Colonial Mental Cramps (post-colonial)

The external influence of the foreign curriculum enforced by colonial masters on Nigerian education (Akinlua, 2007; Aboluwodi and Ibukun 2010) [5a] system have been negative; and thus far had eroded the indigenous values and cultures down-the stream. Taking a stance of the sets of subjects taught in schools disguised within the charades of the curricula, close observation had revealed the rose coloured content and context of the curricula as found in many schools in Nigeria. Aside from the tremendous changes in the handling of theory and architectural practice, the traditional studio-based pedagogy has not changed substantially from the historical models of the Ecole des Beaux-Arts and the Bauhaus Schools (the premier architecture schools). The adverse effects informed the dependency on past colonial relics till date which are irrelevant and derailment from (non-problem solving) the specific needs of Nigerian education. There is an urgent need for a change in paradigm because the institutions need to possibly chart a new course by instituting a VTE-ideology that is relevant and able to meet the needs of its people locally and pragmatically.

2.4. The Emergence of Nigeria Education Policy (NPE) and Stakeholders' Priorities

The first operational document was first introduced in the year 1982 to serve as a road map to a better national education future (Nwagu, 1982) [28]. This document paved ways to the policy statement, the education strategic plan (ESP) that was developed in 2007. This mandate was charged with the obligation to evaluate the educational situation of the country and proffer solutions that will enhance the education policy, especially, the curriculum issues. The main aim and objectives of Nigeria's education policy of the revised editions are to: (i) seek the inculcation of national consciousness and unity, the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; (ii) the training of the men in understanding of the world around; (iii) and the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of his society (NPE, 2004) [15] . In a bid to solve the nation's social-economic problems, many stakeholders have engendered developmental efforts by debating, conferencing and brainstorming to reach consensus on their interlocking priorities. It is therefore, emergent to weigh NPE priorities with other Indexes of Vocational Technical Education.

In the advancement of the national growth and development, to develop implementation strategies, lessons can be drawn from the United Nations (UN) education for sustainable development (UNESD) also formulated policies that contain strategic objectives. The document (the draft 'ESD strategy'2007; 2009; 2010-11) [14] identifies relevant local (indigenous) sustainable development issues, priorities and existing capacities. It proposes modalities that will contribute to the attainment of sustainable development and calls for all sectors to embrace ESD. The strategic objectives are:(1) to enhance the role of education and learning for equitable, efficient and sustainable utilization of the country's resources; (2) to promote quality education through diverse learning and public awareness for improved quality of life and productive livelihoods; and (3) to promote teaching and learning that inculcates appropriate values, behaviors and lifestyles for good governance and sustainability (ESD, 2007; 2009; 2010-11) [14].

In all of these initiatives, there is a call not only for governmental involvement but also the active participation of individuals, organizations, civil society, the private sector, and communities. In addition, the DESD shares some of the following points with some initiatives: a focus on quality of education: EFA and DESD place emphasis on the quality of learning, both what students learn and how they learn it; Non-formal learning: TVET, VTE-

based Technologies, EFA, DESD and NPE emphasize the non-formal learning that goes on outside the school system in collaboration with the school itself. Therefore, it is suffice to say that, the pedagogical process needs to be dieted with these values of sustainability (VTE-skills).

2.5. African-Nigerian Universities and the Goals of Vocational-Dieted Curriculum

All over African continent and in other few countries around the world, there is an urgent need to integrate Vocational-Dieted elements into every curriculum. This would help individuals to discover vocation (s) for maximum expression in their line of interests and areas of strengths. Therefore, by acting seriously at the strong points of their gifts, talents and skills development (Aderonmu, 2012) [2] ; as values and knowledge acquired via these medium can be engaged as integral part of the hidden curriculum as operational in the educational research, policies, and its effective implementation. More so, in the national strategic planning goal and objectives; as every state may need to set standards for student performance and hold schools accountable in achievement of those standards. The goal is to create a pedagogic reform and raise performance for all students and close both the skill and achievement gaps. In this way, it is imperative to set clear goals and expectations for all students, regardless of their backgrounds.

2.6. Lessons from the Bauhaus Curriculum Pedagogic Reforms

During the Arts and crafts movement of Bauhaus School, the principle was based on the premise of vocational and technical education (VTE). In this scenario, individual's potentials can be best manifested through the playful and creative use of different materials relying on instinct, in this way; the demonstration of learning-by-doing provides an enabling medium to express the values embedded in the learners outwardly. As pioneered by Bauhaus School curriculum development unit, the school resolved in her pedagogic reforms (especially in the basic beginners' course) to (i) free the creative powers of students (ii) make the student's choice of career easier and (iii) convey to the students the fundamental principles obtainable in ethical practices of vocational education (TJA, 2005; Vol 10, No.4, pp.419) [37] . This was integrated to nurture the natural tendencies in each student and at the same time align them with the required professional competency. In a way, relationship is cultured among students with different categories of potentials to foster team work collaborations among students, a competency skill required before practice. This would assist in no small measure to bridge the performance gaps between educational and professional practice landscapes.

3. MOTIVATIONAL INDICES OF PROMOTING QUALITY VOCATIONAL PEDAGOGY, RESEARCH AND CONSULTANCY

The teaching facilities: class room environments-lecture room, laboratory, tutorial room and discussion room) need to continuously upgraded to high quality standards, as stipulated in the IUCEA guidelines (2006) [23] to assure quality teaching. The staff/student ratio should be balanced. For lecturers offering courses at the university level, it is important to maintain education through curriculum development and lecture delivery. Also, universities need to engage collaboration of the vocational staff and faculty for synergy. More so, increased funds for research need to be made available to motivate Teaching instructors/lecturers not only to teach but also to participate didactically in vocationally-inclined activities; especially in research and consultancy (MU, 2005-2009) [24,25,26] .The University and other allied institutions are expected to promote a culture of quality teaching, research and consultancy through honoraria and other rewards. In order for an employee to perform well, a good work

environment is needed. In many African universities, instructors and lecturers lack basic work environment standards, such as office space, computers, printers, stationery and internet connectivity. The university must provide these basic requirements to enabling environment in order to fulfill all their tasks appropriately.

4. RESEARCH METHODOLOGY

The present study adopts survey research design. The study was conducted using Ogun state as case study. The focus was on two local government areas, Ifo and Ado odo/Ota. The two local governments were selected for this study because they are the highest populated local government areas in the state. The research covers students of Senior Secondary Schools (SSS) and parents of SSS graduates. The sample size of the study was 100 from Ifo and 50 from Ado Odo/Ota LGAs. Samples were selected by random sampling techniques. The research instruments were administered by the researchers themselves. The return rate was 53%. Data was coded with SPSS and used for further analysis. Simple percentages and frequencies were used for analysis.

5. RESULTS, ANALYSIS AND DISCUSSION

From Table 1, most 33(62.3%) parents of the prospective university students considered in this study were from Ado Odo/Ota LGA and the rest 20 (37.7%) from Ifo Local government areas. Out of these, there were 60.4% male and 39.6 female. This means that there were more male respondents than female ones. Also Table 1 showed various respondents in different categories with larger 21(39.6%) numbers of student 21(39.6%).

Further, Table 1 shows the employment status of respondents as privately employed 16 (30.2%) participants and the same numbers of unemployed 2 (3.8%) and artisans 2(3.8%) respectively. A few individuals 3(5.7%) were also self-employed while a handful 5(9.4%) were public servants. This implies that there were many within the formal education category than informal education sectors-vocational technical. A few 3(5.7%) others remaining were unclassified participants with 1(1.9%) missing within the system.

And the least 3 (5.7%) category of these respondents was individual in the age range of 51-60 years (Table 1). Within these categories, some 23(43.4%) of these respondents strongly disagreed that vocational education is for the dull and unintelligent. In a contrary opinion, just a few 4(7.5%) had opposing view and strongly agreed that vocational education is not meant for the sharp and intelligent students(Table 2); a handful were undecided of who vocational education is prepared for.

Table 1 Personal profile of parents of prospective university students in Ado Odo/Ota and Ifo LGAs of Ogun state, Nigeria between January and February 2016

Location	Frequency	Percentage
Ifo L.G.A	20	37.7
Ado Odo/Ota LGA	33	62.3
Total	53	100.0
Gender		
Male	32	60.4
Female	21	39.6
Total	53	100.0
Participants group		
Public servant	5	9.4
Private Employed	16	30.2
Self-employed	3	5.7
Unemployed	2	3.8
Artisan	2	3.8

Student	21	39.6
Others	3	5.7
Total	52	98.1
System	1	1.9
	53	100.0
Age		
20years	13	24.5
20-30	12	22.6
31-40	15	28.3
41-50	10	18.9
51-60	3	5.7
Total	53	100.0

In Table 2, many strongly agreed that nowadays, parents want their children to study the so called prestigious courses with greater prospects and societal recognitions. This was so because vocational skill acquisition and education had been misconstrued, in the past, to be made for the never-to-do-wells. In economic terms, many still believed that children who came from poor economic and less privilege background should go to learn trades or be engaged in vocational training because of the inability of parents to pay school fees and meet their demands in terms of material needs.

Table 2 Societal attitude towards vocational education

S/No	Attitude	SA	A	UD	D	SD
1	Vocational education is for the dull and unintelligent	4 (7.5%)	3(5.7%)	6(11.3%)	16(30.2%)	23(43.4%)
2	Parents want their children to read courses that have better prospect and recognition	28(52.8%)	21(39.6%)	1(1.9%)	1(1.9%)	1(1.9%)
3	Vocational education is for the less privilege of the society	3(5.7%)	7(13.2%)	3(5.7%)	23(43.4%)	16(30.2%)
4	Vocational education is for handicapped	2(3.8%)	3(5.7%)	5(9.4%)	20(37.7%)	22(41.5%)
5	Poor societal recognition of technical education	7(13.2%)	31(58.5%)	7(13.2%)	4(7.5%)	3(5.7%)
6	Inferior status is accorded to technical education	6(11.3%)	28(52.8%)	9(17.0%)	8(15.1%)	1(1.9%)
7	Clients are not willing to patronize vocational education graduates	4(7.5%)	16(30.2%)	17(32.1%)	11(20.8%	4(7.5%)
8	Members of the society awareness of the objectives and prospects of technical education is poor	15(28%)	26(49.1%)	3(5.7%)	7(13.2%)	1(1.9%)
9	The unwillingness of students to enroll for vocational education is high	8(15.4%)	31(59.6%)	3(5.8%)	9(17.3%)	1(1.9%)
10	General appearance of vocational education graduate is repulsive	4(8.2%)	23(46.9%)	12(24.5%)	7(14.3%)	3(6.1%)
11	Vocational education is the last option to be considered to have a source of livelihood	3(5.9%)	17(33.3%)	11(21.6%)	12(23.5%	8(15.7%)
12	Vocational education graduates are better than university graduates	6(11.5%)	10(19.2%)	15(28.8%)	12(23.1%)	9(17.3%)
13	University students should simultaneously enroll for vocational education	11(21.6%)	35(68.6%)	2(3.9%)	2(3.9%)	1(2.0%)

SA=strongly agreed, A=Agreed, UD=Undecided, D=Disagreed, SD=strongly disagreed

Inferiority complex is another dark spot of vocational education. This is a situation whereby the vocationally trained individual lacks confidence to hold mastery and sense of things, people and places. In fact, personal experience depicted that many of these sets are

called by professional prefixes such as calling a 'motor mechanic' or 'electronic repairer' the name 'engineer'. Two (2) things came to mind in this corollary: Quackery versus professionalism and solutions meeting the needs of the people in the society either local or global. This is the reformation point of John Dewey (1859–1952), an American psychologist who was also involved in vocational education. As a philosopher and social reformer, he worked in synergy established along with Charles Sanders Peirce (1839–1914) and William James (1842–1910) on the philosophical concept of pragmatism Gonon, 2008[43,44]. The aim of this concept is to engage the persons involved in this process of vocational training to be confident, have a strong sense of professional integrity and possess relevant skills to maturity of practice. Therefore, Dewey established that 'In terms of pedagogic discharge of duty', students (pupils) should not be regarded as objects of teaching but as subjects of learning. In order words, both the teachers and students' pedagogics would give room for knowledge construction; while the teachers optimises the learning conditions to bring out the talents and gifts in them. In this case, it would be illogical to conclude that vocational education graduates are not better than University graduates. A shift in paradigm could be made if policy directives, pedagogical re-orientation, comparative advantage analysis and other progressive strategic awarenes can be engaged in the curricula grains to better understanding of the summed up beliefs.

In the same vein, members of the society need to be given awareness of the prospects of an ideal vocational training and education. In Table 2, many 26(49.1%) agreed that the societal awareness of the VTE objectives was still poor, while a few 1(1.9%), who strongly disagreed, viewed it as common everywhere. Possibly, if a new approach is used, it is possible that people in these places and other areas would begin to key in to the awaiting (latent) prospects of VTE.

More so, it could also be the poor level of awareness of residing prospects in vocationalism that aided the students' higher level of unwillingness to enrol for vocational education. From the view point of this study, in Table 2, only few 1(1.9%) strongly disagreed while most 31(59.6%) agreed high unwillingness to enrol in the vocational training.

Generally, the society consists of clients with diverse attitudes and opinions; hence the choice of patronage is also in different manners. From the above table, only few (7.5%) strongly agreed that 'Clients are not willing to Patronize Vocational Education Graduates', most (30.2%) agreed, while some disagreed. It simply means that there were diverse reasons for disagreement and agreement. But on the whole, by this study, majority agreed with this view possibly because the aspect of professionalism in vocational education is yet to be addressed by the NBTE (National Board for Technical Education) policies. In some professions, there are parametric measures for professional competency. In Architecture, a professional architect is an expert with a reserved designation usually by law. And for a person or organization to qualify professionally; such must be duly licensed to perform architectural services rendered within the framework of recognized professional ethics and standards with applicable legal requirements. Other qualities involve Personal Qualities' Requirement in practice viz: Competence, Integrity, Discipline, Experience; Great Skill& Knowledge across human lives; multidisciplinary-pragmatic approach; Services: Provision of facilities with solutions that meet the needs of people Team Work with Allied Professionals.

As against the notion that the 'General Appearance of Vocational Education Graduate is Repulsive', the word 'Appearance' properly describes the colour, texture, height, shape or form of things, people or places. The appearance of any set of people or culture gives a precise definition of their identity. Therefore, attractiveness or packaging is a very strong index in the characteristics of a professional.

In Table 2, a few 4(8.2%) strongly disagreed that the graduates with vocational education are repulsive but many 23(46.9%) agreed with this notion. In either case, in the corporate world, ambassadorial Integrity in Image making fetches a high order of stake holding. It is therefore expected of a professional to be formal in appearance, dressing, language, culture and ethical practices. The conduct of such must represent a good image or appearance of what the profession stands for.

5.1. Recommendable Prerequisites and Ethical Standards

In medicine, architecture and other noble professions, the following are the expectations of a profession: (i) it must possess and draw upon a store of knowledge that is more than ordinarily complex; (ii) the occupation must have a theoretical grasp of phenomena with which it deals;(iii) the occupation must apply its theoretical and complex knowledge to practical solution of human and social problems; (iv)the occupation must strive to add and improve its stock of knowledge; (v) the occupation must pass on its wisdom to younger generation in a deliberate and formal manner;(vi) an occupation to qualify as a profession has to be imbued with altruistic spirit- willingness to do things which benefits other people even if it results in disadvantage for oneself (Bowie,1991; Donahue's 1995) [8,13].

Many artisans like auto-mechanics, electricians, carpenters, sculptors, tilers, painters and other artists earn livelihood from these works. In this study, a few 8(15.7%) strongly disagreed that vocational Education is the last option to be considered to have a source of livelihood while many 17(33.3%) agreed that vocational education is the last option to earn livelihood. In any case, if the source of earning livelihood is weighed over the personal interest, and benefits; satisfaction would be the denominator index. The choice of livelihood is a major factor of survival and success in life.

It sounds illogical to conclude that the vocational education graduates are better than the University graduates. These reasons are vital: the purposes, goals and curricula of vocational and university education are different as well as performance expectations. Therefore, if any one desires the ambivalent characteristics of both, the higher education curriculum could consider synergizing the desirable characteristics of the two forms of education together by considering the pathway standards as found in the identified literature, namely: (i) Content standards; (ii) Performance standards; (iii) School delivery standards; (iv) System performance standards.

In all these, professional programmes like architectural and engineering education can collaborate in their curricular practices to connect these benchmark values to establish a nexus. To support this nexus, results in the Table 2 above shows that most respondents 35(68.6%) agreed that University students should simultaneously enrol for vocational education; while just few 1(2%) strongly disagreed with this view. This simply means that the educational system needed to synergize the traditional pedagogic and practice skills into the required professional pathways and forms. There are bundles of prospects for professionals in these fields: for instance, educators and practitioners must jointly establish content standards benchmark through which required Traditional Knowledge and skills learnt in schools are clearly spelt out as a way of bridging the gap between schools and practice. Also, educators and practitioners have the obligation to set up performance standards benchmark which specifies the level of achievement students should attain in school and at graduation point in order to be considered proficient.

6. CONCLUSIONS AND RECOMMENDATIONS

In the end, the conclusion, outcomes and recommendation of the study investigated a cross-sectional survey involving 100 parents and prospective university students in Ota and Ifo LGAs of Ogun State, Nigeria; between January and February 2016 is described thus: it submitted that the perspectives and attitudes of society on the vocational education in Nigeria was bias. It is evidently clear that the status quo of Nigeria's vocational technical education policy is yet to have her own identity. It possessed a lot of high-sounding policies with little or no interpretation and defective implementation strategies. Stigmatizations like inferiority complex, repulsive appearance, low patronage by clients/customers, etc. were identified among many others as hindrance factorials against Vocational Technical Studies in Nigerian educational fronts. Therefore, the vocational technical education stakeholders need to be more proactive and make VTE more formalized. At primary and post primary school levels (secondary), every student may need to be indoctrinated to offer at least one vocational subject (practical-based) in the line of interest-natural tendency or competency. In the same vein, vocational studies should be driven pragmatically alongside with entrepreneurial ethics. Furthermore, after tertiary education, strategic policy with implementation strategies should be put in place by interested stakeholders including governmental, non-governmental and private organisations to ensure that fresh graduates establish the trades learned alongside white collar jobs. The higher educational institutions also need to begin to operationalize by integrated curriculum method. In this format, the fine grains of vocational-technical diets would saturate the spectrum of the entire curriculum. Also, workshop practice and seminars like metal works, wood works, art and craft etc. can be blended with exhibitions of creative works. For pedagogic and didactic reasons, the knowledge created and gained from these avenues can be applied usefully to foster the curriculum alignment, instructional goals and work schedule of the Teachers and instructors. Also, programmes like continuing professional development (CPD), Youth empowerment and distance learning could be organized within institutions as Vocational and Technical Education centers in Nigeria. Also, this may be very effective if the activities of the VTE gate keepers can be decentralized into deployable committees at local, state and national levels for curriculum engineering across different levels of education.

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